



2019-2021 GROW YOUR OWN GRANT PROGRAM, CYCLE 2
COMPETITIVE GRANT Application Due 5:00 p.m. CT, November 13, 2018

NOGA ID

Authorizing legislation

General Appropriations Act, Rider 41, 85th Texas Legislature

Applicants must submit one original copy of the application and two copies of the application (for a **total of three copies of the application**). All three copies of the application **MUST** bear the signature of a person authorized to bind the applicant to a contractual agreement. **Applications cannot be emailed.** Applications must be received no later than the above-listed application due date and time at:

Document Control Center, Grants Administration Division

Texas Education Agency

1701 N. Congress Avenue, Austin, TX 78701-1494

Pathway 1 and 2: January 1, 2019 - May 31, 2021

Pathway 3 : January 1, 2019 - June 30, 2020

Grant period from

☒ Pre-award costs are not permitted.

Required Attachments

Pathway specific attachment

Amendment Number

Amendment number (For amendments only; enter N/A when completing this form to apply for grant funds):

Applicant Information

Organization CDN Vendor ID ESC DUNS

Address City ZIP Phone

Primary Contact Email Phone

Secondary Contact Email Phone

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations.

I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable, and that these documents are incorporated by reference as part of the grant application and Notice of Grant Award (NOGA):

- | | |
|---|---|
| <input checked="" type="checkbox"/> Grant application, guidelines, and instructions | <input checked="" type="checkbox"/> Debarment and Suspension Certification |
| <input checked="" type="checkbox"/> General Provisions and Assurances | <input checked="" type="checkbox"/> Lobbying Certification |
| <input checked="" type="checkbox"/> Application-specific Provisions and Assurances | <input checked="" type="checkbox"/> ESSA Provisions and Assurances requirements |

Authorized Official Name Title

Email Phone

Signature Date

Grant Writer Name Signature Date

☒ Grant writer is an employee of the applicant organization. ☐ Grant writer is **not** an employee of the applicant organization.

Application stamp-in date and time

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GRANTS ADMINISTRATION

Shared Services Arrangements

☒ Shared services arrangements (SSAs) are permitted for this grant. Check the box below if applying as fiscal agent.

- ☒ The LEA or ESC submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
One LEA survey stated that they currently do not offer Education & Training courses and related CTSOs.	The SSA will provide training and technical assistance that supports the implementation of the Instructional Practices and/or Practicum in Education and Training courses and related CTSO (TAFE/FCCLA) activities and help to attract and increase enrollment in each course by 3% each year.
One LEA survey stated that attracting teacher candidates was an essential priority for developing a Grow Your Own program.	The SSA will ensure that a systematic and informed targeted recruitment and selection process includes strategies to pool teacher candidates for both Pathway 1 and Pathway 2.
One LEA survey stated that supporting teacher candidates and retaining teacher candidates were high priorities.	For Pathway 2, the SSA will provide sustained and rigorous scientifically-based curriculum in an authentic school setting that supports candidates' development of planning and delivery, student learning, content knowledge and expertise, data-drive practice, and professional practices and responsibilities.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

Pathway 1:

By May 2020, 100% of LEAs will offer the Education and Training course(s) and participate in at least one competitive CTSO (TAFE/FCCLA) event.

Pathway 2:

By May 2021, 100% of teacher candidates will successfully complete the Educator Preparation Program (EPP) with a minimum 95% pass rate on the TeXes certification exams.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark

Pathway 1 Benchmarks: (1) Number of students enrolled and attending each education and training course, (2) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event.

Pathway 2 Benchmarks: (1) Number of teacher candidates enrolled in a bachelor's degree program and attending courses, and (2) Number of teacher candidates enrolled and attending the EPP.

Measurable Progress (Cont.)**Second-Quarter Benchmark**

Pathway 1 Benchmarks : (1) Number of students enrolled and attending each education and training course, (2) Number of students completing each course in the Education and Training sequence, and (3) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event.

Pathway 2 Benchmarks: (1) Number of teacher candidates enrolled in a bachelor's degree program and courses completions, (2) Number of teacher candidates enrolled and attending the EPP, and (3) Number and type of teacher certificates awarded to candidates.

Third-Quarter Benchmark

Pathway 1 Benchmarks: (1) Number of students enrolled and attending each education and training course, (2) Number of students completing each course in the Education and Training sequence, (3) Number of students participating in at least one CTSO (TAFE/FCCLA) activity or event, and (4) Number of trainings and technical assistance hours offered to support the implementation of the Education and Training courses.

Pathway 2 Benchmarks: (1) Number of bachelor's degrees awarded, (2) Number of teacher candidates completing the EPP, (3) Number and type of teacher certificates awarded to candidates, and (4) Number of contacts and contact hours to support and mentor teacher candidates participating in the EPP

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

The program evaluation will assess teacher candidates' perception of the project activities, identify the project's impact, and monitor the activities to demonstrate success. To assess the degree to which project goals are achieved the following process evaluation data will be collected for project activities and used for the overall program evaluation: (1) Pathway 1 and Pathway 2 benchmark data, (2) measure of student participation and engagement in CTSO (TAFE/FCCLA) activities and/or events, (4) number of teacher candidates placed in full-time teaching positions, (5) demographic information of teacher candidates, (6) teacher candidates survey results, (7) EPP mentor survey results, and (8) TeXes scores and passing rates for each administration.

As data is collected, program staff will evaluate the program using the following process questions at each benchmark to determine if modifications are needed: (1) Are the activities being performed as planned? (2) Is the project reaching the intended target population? (3) How satisfied are the LEAs and teacher candidates with their involvement in this project? (4) How should the planned activities be modified to work better? (5) What lessons can we learn from the way in which the project is unfolding? When modifications to the project seem necessary, the following questions will be used to document the lessons learned and implement new strategies needed to course correct: (1) What can be done differently to complete the project more effectively? (2) What key changes can be made to the project to enhance the achievement of goals? (3) What are the lessons learned for the future? (4) What outcomes should be considered to repeat effective strategies or conduct the project again in the future?

The overall program evaluation will assess the extent to which the project has achieved its intended effects, and other effects it could have had on the teacher candidates or the LEAs. To assess the degree to which project goals are achieved data will be collected for program activities to answer the following questions: (1) Did the project reach the intended number of teacher candidates and high school students? (2) Did the project provide the planned activities? (3) Did the activities lead to the expected products? (4) Were there any unexpected products?

Statutory/Program Assurances

The following assurances apply to this grant program. In order to meet the requirements of the grant, the grantee must comply with these assurances. Check the boxes for the appropriate Pathway to indicate your compliance.

ALL PATHWAYS - The applicant assures the following:

- Grant funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be
- ☒ decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
 - ☒ The application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
 - ☒ Adherence to all Statutory Requirements and TEA Program Requirements as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
 - ☒ The LEA will attend and/or present at any symposiums, meetings or webinars at the request of TEA.
 - ☒ Participants and candidates will commit with an MOU to remain in the LEA for an agreed upon length of time in a full-time teaching role as a condition of receiving the stipend.
 - ☒ Adherence to all Performance Measures, as noted in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines, and shall provide to TEA quarterly reports on progress towards SMART goals and performance measures as well as any requested performance data necessary to assess the success of the program.
 - ☒ All grant-funded participants and candidates will be identified and submitted to TEA by April 15, 2019.
 - ☒ A budget amendment will be filed within 30 days of notification that a participant or candidate is unable to continue with their degree or certification program.

PATHWAY 1- The applicant assures the following:

- ☒ Each high school will implement the courses described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Participants receiving the \$10,000 stipend must be the teacher of record for at least one dual credit course section in 2019-2020 and two dual credit course sections in 2020-2021 within the Education and Training Course sequence.
- ☒ All high schools will establish and/or grow a chapter of a CTSO that supports the Education and Training career Cluster and participate in at least one competitive event per year.
- ☒ Participation in the TEA Teacher Institute described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☒ Each participant will submit to TEA two original master lessons per year within the Education and Training curriculum.
- ☒ All high schools will submit a plan for marketing and student recruitment to TEA each year.

PATHWAY 2- The applicant assures the following:

- ☒ The LEA will allow reasonable paid release time and schedule flexibility to candidates.
- ☒ Candidates earning bachelor's and certification will do so within 2 years and will serve as teacher of record in LEA by 2021-2022 year
- ☒ A signed letter of commitment or MOU from a high-quality EPP that will partner with the LEA to award teacher certifications will be presented to TEA for approval upon preliminary selection of awardees.

PATHWAY 3- The applicant assures the following:

- ☐ The clinical teaching assignment is a minimum of 28 weeks long or the intensive pre-service training is a minimum of 5 weeks long
- ☐ The EPP will provide candidates with teacher certification, evidence based coursework, and an opportunity to practice and be evaluated in a school setting
- ☐ The EPP will provide the observation, evaluation, feedback, professional development, and/or field-based experience opportunities described in the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines.
- ☐ Partner LEAs and EPP will share program performance measures on a quarterly basis.
- ☐ EPP will provide aligned training to LEA-employed mentor teachers with whom the candidates are placed.

Statutory/Program Requirements

PATHWAY ONE: Describe your plan for recruitment, selection, and support of the teachers who will teach the Education and Training courses. Include the process for identifying teacher participants, with potential indicators including a demonstrated track record of measurable student achievement, evidence of involvement in student organizations, strong evaluation ratings, strong student-teacher relationships, degree to which the diversity of the teacher population mirrors that of the student population, recommendations from colleagues, etc. Also include a description of the MOU in which the participant commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 1 funding must submit the Pathway 1 Attachment with the application

SSA will provide LEAs who currently do not offer the Education and Training courses, Instructional Practices and/or Practicum in Education and Training, and CTSO (TAFE/FCCLA) chapter at participating LEA high schools the following four-phase process will be used. The process starts with "non-use" of the new course(s) and ends with "refined use" (Hall & Hord, 2006). This process will ensure that teachers implementing the Education and Training course(s) are provided with support at each phase.

1) Phase 1 (Summer 2019): LEAs will provide teachers with detailed information on the Education and Training courses and required CTSO along with pedagogical approach, instructional and assessment strategies, scope and sequence, etc. To support LEAs, the SSA will provide workshops/presentations on the Education and Training courses and required CTSO with examples of curriculum and materials to use. Success will be demonstrated by teachers understanding the new course(s) and how it compares to current practices.

2) Phase 2 (Fall 2019): LEAs will offer the course(s) and CTSO to students. LEAs will provide teachers with support that focuses on the day-to-day teaching of the lessons and growing more familiar with the program. Teachers will be able to seek guidance and technical assistance from both the SSA and LEA on making adjustments to curriculum and managing materials. Teachers will practice teaching lessons and be encouraged to collaborate with and observe other teachers in the SSA. Success will be demonstrated by teachers using the various components of the course(s) and CTSO, and have a handle on course(s) and CTSO logistics.

3) Phase 3 (Spring 2020): LEAs will provide teachers will continued support in developing the new course(s) and CTSO. The LEA will also provide teachers with opportunities to discuss issues related to the new course(s) and CTSO and share this feedback with the SSA. Teacher needs will be met through meetings with LEA administration and staff, SSA staff, and department/grade level meetings. Success will be demonstrated by evidence of teachers teaching the course(s) and CTSO consistently and regularly with effective modifications.

4) Phase 4 (Summer 2021): The SSA, LEAs and teachers will reflect on how the program affects student learning. A summative evaluation will be used to examine student outcomes. The evaluation will provide LEAs and teachers with opportunities to assess the impact of the new course(s) and CTSO and differentiation strategies to meet the needs of all students. Teachers' needs will be met through meetings with LEA data, and department/grade level meetings to examine data and student work. Success will be demonstrated by evidence of teachers continually refining their use of the course(s) and CTSO to improve student learning.

Statutory/Program Requirements

PATHWAY TWO: Applicants electing to implement Pathway 2 in addition to Pathway 1 must also describe the plan for recruitment, selection, and support of paraprofessionals, instructional aides, and long-term substitute teachers who will earn a bachelor's degree and/or teacher certification. The plan must address the process for identifying candidates, with potential indicators including evaluation ratings, involvement in school activities, pursuit of certification in hard-to-staff areas, commitment to degree and certification persistence, recommendations from colleagues, and degree to which the diversity of the teacher population mirrors that of the student population, including plan for recruiting candidates representative of the student demographics within the LEA. The plan should describe supports and potential career pathways for candidates, as well as a description of the MOU in which the candidate commits to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend.

All applicants applying for Pathway 2 funding must submit the optional Pathway 2 section in the Pathway 1 Attachment with the application

Recruitment: The SSA in partnership with participating LEA will use the following strategies for recruiting teacher candidates for Pathway 2:

- (1) School-wide surveys to attract interest.
- (2) LEA staff training on the Grow Your Own program, and options available for becoming a certified teacher.
- (3) Promise of financial support, and how teacher stipends will work in the SSA.

Application Process: LEA participating will publicize the process to apply for Pathway 2 using a variety of methods in order to allow staff to submit an application within the given time-line. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria:

Participants in the SSA pursuing BA and certification:

- (1) Currently enrolled in a Bachelor's degree program,
- (2) Transcripts must demonstrate evidence of completed core coursework with a minimum 3.0 GPA,
- (3) Must not hold a standard or life teacher certificate in the state of Texas,
- (4) Currently employed as a paraprofessionals, instructional aides and/or long-term substitutes at the LEA, serving in a capacity in which the majority of their time is spent assisting certified teachers in instructional activities,
- (5) Three references from colleagues.

Shortlisting: If the LEAs has more applicants than teacher candidate slots available, it will shortlist applicants against the following criteria using a rubric designed by all members of the SSA:

- (1) LEAs will use data reported in various evaluation ratings,
- (2) As part of the application process, teacher candidates will provide evidence of involvement in school activities. Teacher candidates will receive points based on the number of years and types of school activities.
- (3) The years of service at the LEA, and
- (4) Strong evaluation ratings.

If an applicant does not meet all of the essential criteria then they will not be shortlisted.

Final Review & Selection: LEA staff will remain objective throughout the recruitment and selection process, and will use a panel of at least three administrators or teacher leaders to make the final selection based on the following criteria:

- (1) The overall experience and proficiency of the candidate, and
- (2) The degree to which the diversity of teacher candidate mirrors that of the student population.

Once applicants have been decided upon, the LEA will contact them to offer slots and completion of the MOU.

Memorandum of Understanding (MOU): A MOU will be used to commit the teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will identify the teacher candidate's LEA as the LEA as the primary lead liaison for the Grow Your Own program, with ESC-2 as the secondary point of contact.

Pathway Selection and Participation

Complete the following section(s) to indicate your choice of pathway(s) and total request for funding. You may apply for Pathway 1, Pathways 1 and 2 concurrently, or Pathway 3. Refer to the 2019-2021 Grow Your Own Grant Program, Cycle 2 Program Guidelines for more information about eligibility, maximum number of participants, and funding restrictions.

PATHWAY ONE

☒ Check this box if you are applying for Pathway 1

Number of teachers with M.Ed. who are teaching Education and Training courses for dual credit	0	X \$11,000 =	
Number of teachers who are teaching Education and Training courses, but not for dual credit	1	X \$5,500 =	5,500
Number of high schools with existing Education and Training courses in 2018-2019	0	X \$6,000 =	
Number of high schools without existing Education and Training courses in 2018-2019	1	X \$9,000 =	9,000
Total Request for Pathway 1			14,500

PATHWAY TWO

☒ Check this box if you are applying for Pathway 2 WITH Pathway 1

Number of candidates pursuing a teacher certification only		X \$5,500 =	
Number of candidates pursuing both a bachelor's degree and a teacher certification	5	X \$11,000 =	55,000
Request for Pathway 2			55,000
Request for Pathway 1			14,500
Total Combined Request for Pathways 1 & 2			69,500

PATHWAY THREE

☐ Check this box if you are applying for Pathway 3

Number of candidates participating in a year-long clinical teaching assignment		X \$22,000 =	
Number of candidates participating in an intensive pre-training service program		X \$5,500 =	
Total Request for Pathway 3			

Request for Grant Funds

List all of the allowable grant-related activities for which you are requesting grant funds. Include the amounts budgeted for each activity. Group similar activities and costs together under the appropriate heading. During negotiation, you will be required to budget your planned expenditures on a separate attachment provided by TEA.

PAYROLL COSTS (6100)	BUDGET

PROFESSIONAL AND CONTRACTED SERVICES (6200)	
Pathway 1 Stipend	5,000
Alternative Certification Program	10,000
Tuition and Fee IHE	40,000

SUPPLIES AND MATERIALS (6300)	
Resources to support training and classroom materials	6,350

OTHER OPERATING COSTS (6400)	
TEA Summer Institute	650

Total Direct Costs

Should match amount of Total Request from page 8 of this application

Indirect Costs

7,500

TOTAL AMOUNT REQUESTED

69,500

Total Direct Costs plus Indirect Costs

Grow Your Own Grant
Pathways 1 and 2 Grow Your Own Program Attachment

Pathway 1: Teacher Stipend to Support Education and Training Course Implementation

Program Participants: Applicant must specify the number of teachers who will participate in the program and receive the stipend.

6

Question 1: Implementation and Growth of the Education and Training Courses. Applicant must articulate the plan for the implementation and growth of the Education and Training courses, offering the Instructional Practices and Practicum in Education and Training courses.

- ☐ This plan should address career development, counseling, and support opportunities for students and the establishment and/or growth TAFE or FCCLA.
- ☐ The plan must include strategies to increase enrollment in each course each year.
- ☐ The plan must include a description of the recruitment and selection of highly qualified, field experience classroom teachers with measurable evidence of student achievement.

The SSA will continue to deliver professional development and technical assistance to LEA leadership and staff during cycle 2, to help motivate students to enter and persist in the Education and Training courses. Topics include, but are not limited to:

- (1) Identifying student interests in education careers through school surveys, counseling, motivational workshops, and financial aid support.
- (2) Delivering aggressive recruitment activities, such as holding orientations, sponsoring CTSOs (TAFE/FCCLA) activities and events, and conduct both targeted and broad-spectrum recruitment activities.
- (3) Using up-to-date, gender-neutral curriculum and guidance materials.
- (4) Working with peer groups to target influential students and student leaders.
- (5) Developing student and parent guides that explain the advantages of careers in education using a core message about CTE developed by the LEA.
- (6) Developing an advocacy page on the LEA's website that provides materials about the Education and Training program of study and the Grow Your Own program to help increase enrollment in each course by 5% each year.

The SSA will continue to deliver professional development and technical assistance to LEA leadership and staff during cycle 2, to help motivate students to enter and persist in the Education and Training courses. Topics include, but are not limited to:

- (7) Identifying student interests in education careers through school surveys, counseling, motivational workshops, and financial aid support.
- (8) Delivering aggressive recruitment activities, such as holding orientations, sponsoring CTSOs (TAFE/FCCLA) activities and events, and conduct both targeted and broad-spectrum recruitment activities.
- (9) Using up-to-date, gender-neutral curriculum and guidance materials.
- (10) Working with peer groups to target influential students and student leaders.
- (11) Developing student and parent guides that explain the advantages of careers in education using a core message about CTE developed by the LEA.

- (12) Developing an advocacy page on the LEA's website that provides materials about the Education and Training program of study and the Grow Your Own program to help increase enrollment in each course by 3% each year.

Recruitment: The SSA in partnership with participating LEAs will use the following strategies for recruiting teacher candidates for Pathway 1:

- (1) School-wide surveys to attract interest from motivating, highly skilled teachers leading or wanting to lead Education and Training programs that show measurable evidence of student achievement, strong student-teacher relationships, involvement in student organizations, and strong evaluation ratings. .
- (2) LEA staff training on the Education and Training CTE program of study, and how to implement a coherent sequence of courses that includes dual-credit opportunities.
- (3) LEA staff training on how to effectively target marketing, recruitment and persistence of strong and diverse student candidates to participate in the Education and Training course sequence, targeting the top 10 percent of college-ready students, diverse students, and campus leadership involvement.
- (4) Promise of financial support, and how teacher stipends will work in the SSA.

Application Process: LEAs participating will publicize the process to apply for Pathway 1 using a variety of methods in order to allow staff to submit an application within the given timeline. At a minimum, the LEA will send an email to all staff and post information about the project on their school website. Applications will be accepted based on meeting the following criteria:

- (1) Must hold a standard or life teacher certificate in the state of Texas,
- (2) Currently employed as a teacher at the LEA,
- (3) Hold a master's degree in Education or have at least 18 hours in education courses at the graduate level, and
- (4) Three references from colleagues.

Shortlisting: If the LEAs has more applicants than teacher candidate slots available, it will shortlist applicants against the following criteria using a rubric designed by all members of the SSA:

- (1) LEAs will use data reported in various student data systems to determine if the teacher candidate has a demonstrated track record of measureable student achievement.
- (2) As part of the application process, teacher candidates will provide evidence of involvement in student organizations. Teacher candidate will receive points based on the number of years and types of student organizations (i.e. CTSO, UIL, etc.).
- (3) The years of service at the LEA, and
- (4) Strong evaluation ratings.

If an applicant does not meet all of the essential criteria then they will not be shortlisted.

Final Review & Selection: LEA staff will remain objective throughout the recruitment and selection process, and will use a panel of at least three administrators or teacher leaders to make the final selection based on the following criteria:

- (1) The overall experience and proficiency of the candidate, and
- (2) The degree to which the diversity of teacher candidate mirrors that of the student population.

Once applicants have been decided upon, the LEA will contact them to offer slots and completion of the MOU.

Memorandum of Understanding (MOU): A MOU will be used to commit the teacher candidate to remain in the LEA for an agreed upon length of time as a condition of receiving the stipend. The MOU will identify the teacher candidate's LEA as the primary lead liaison for the Grow Your Own program, with ESC-2 as the secondary point of contact. The LEA will service as the contact for daily program operations and service delivery operations, while the ESC-2 will serve as the contact for fiscal and budgetary matters, programmatic matters, and program monitoring. The MOU will also outline terms of agreement such as term, renewal and exit criteria, enrollment, selection, responsibilities, employment, and stipends.

Question 2: Student Marketing, Recruitment, and Persistence. Applicant must articulate how they plan to recruit students to participate in the Education and Training course sequence.

- ☐ The plan must include a description of the profile of students targeted for recruitment, such as performance quartile, diversity, etc.
- ☐ The plan must include marketing and recruitment strategies to increase student interest and persistence.
- ☐ The plan must also include a description of how the LEA leadership (district- and school-based) and staff will motivate students to enter and persist in the Education and Training courses.

Recruitment: The SSA in partnership with participating LEA will use the following strategies for recruiting Students into Education and Training Pathways courses:

(1) School-wide surveys to attract interest.

(2) The SSA will provide training and technical assistance that supports the implementation of the Instructional Practices and/or Practicum in Education and Training courses and related CTSO (TAFE/FCCLA) activities and help to attract and increase enrollment in each course by 3% each year.

Question 3 (required only if awarding stipends for dual credit Education and Training teachers): IHE and LEA Partnership. Applicant must describe the plan to develop a partnership between the IHE and LEA, if offering Education and Training courses for dual credit.

- ☐ The plan must include an explanation of the partnership with a dual credit partner (community college or IHE), including the efficiency of the process through which students earn and transfer dual credits.
- ☐ The plan must include a description of the timeline to develop the dual credit partnership by the 2019–2020 school year.

- All applicants applying for Pathway 1 funding for dual credit stipends must submit with their application a signed letter of commitment or MOU from IHE partners agreeing to establish dual credit course offerings.

Pathway 2: Transition of Paraprofessionals, Instructional Aides, and Long-Term Substitutes to Full-Time Teaching Roles *(required only if applying for Pathway 2 funds in addition to Pathway 1)*

Program Participants: Applicant must specify the number of paraprofessionals, instructional aides, and/or long-term substitute teachers who will participate in the program and receive the stipend.

Question 4: EPP and LEA Partnership. Applicant must describe the plan to develop a partnership between a high-quality EPP and the LEA.

- ☐ The plan must include an explanation of the partnership for training, support, and certification of paraprofessionals, instructional aides, and/or long-term substitute teachers.
- ☐ The plan must contain a description of job-embedded training, flexibility of training location and schedule, a cohort approach, and consistent supports that encourage persistence and sustainability.

LEAs members in the SSA have the potential to partner with the following IHEs for dual credit opportunities in our region:

- Texas A&M University – Corpus Christi,
- Texas A&M University – Kingsville,
- Delmar College, and
- Coastal Bend College

LEAs will begin the process for developing the dual credit partnership at the start of the grant program. The SSA will facilitate this process by ensuring the following tasks are completed:

- (1) Informal and formalized meetings between LEAs and IHEs to allow for opportunities for effective planning and dealing with barriers,
- (2) Develop and implement a TSI assessment plan,
- (3) Determine mechanics of course delivery,
- (4) Implement the program, and
- (5) Build capacity.

Prior to students receiving dual credit for courses, the LEA and an IHE will enter into a partnership formalized in a Dual Credit Agreement after the teacher candidate completes at least 18 hours of education courses at the graduate level. This agreement will spell out the roles of the partners in providing dual credit courses to high school students.

Below is an estimated timeline:

- SSA Dual-Credit Planning Meeting (30-days after grant begin date)
- SSA Facilitated meeting with LEAs and area IHEs (90-days after grant begin date)
- Teacher candidates begin coursework (est. 120-days after grant begin date)
- Individualized meetings between LEAs and IHEs to develop MOU agreements for dual credit course(s) (est. 12-24 months after grant begin date)
- Finalized MOUs between LEAs and IHEs (on or about May 31, 2020)

OPTIONAL Shared Services Arrangement (SSA)

Applicants that are the Fiscal Agents of an SSA must complete the fields below.